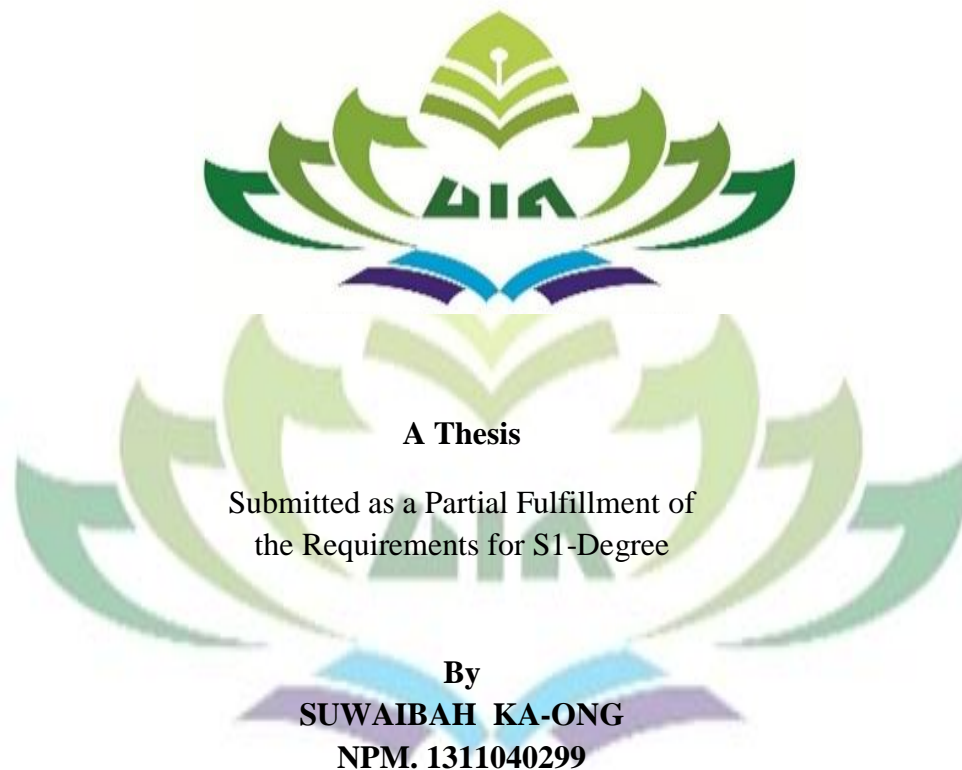


**THE CORRELATION OF STUDENTS' VOCABULARY MASTERY AND  
READING COMPREHENSION IN NARRATIVE TEXT  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
OF SMPN 24 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2017/2018**



Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1439 H / 2018 AD**

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READING COMPREHENSION IN NARRATIVE TEXT  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
OF SMPN 24 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2017/2018**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

By  
**SUWAIBAH KA-ONG**  
**NPM. 1311040299**

**Study Program : English Education**

Advisor : Bambang Irfani, M.Pd  
Co-Advisor : Satria Adi Pradana, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1439 H / 2018 AD**

## **ABSTRACT**

### **THE CORRELATION OF STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 24 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

**By:  
Suwaibah Ka-ong**

In this research focused on the correlation of students' vocabulary mastery and reading comprehension in narrative text. The objective of the research was to know whether there was a correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP N24 Bandar Lampung in the academic year of 2017/2018

The research methodology used correlation research design. The population of the research was the students at the eighth grade of SMPN 24 Bandar Lampung consisted of 194 students grouped in sixth classes. The sample was chosen by doing cluster random sampling. The sample of the research was taken 39 students from 194 students. In collecting data, this research used multiple choice test consisted of 20 items for vocabulary mastery test and 20 items for reading comprehension test. After giving the test, this research analyzed the data using SPSS version 16.0 to analyze the data.

After doing the hypothetical testing, the result demonstrated that there was positive correlation of students' vocabulary mastery and reading comprehension. Based on the data analysis computed by using SPSS, it was obtained that  $\text{Sig} = 0.000$  and  $\alpha = 0.05$ . It means that  $H_a$  is accepted because  $\text{Sig} < \alpha = 0.05$ . Based on this research, it was suggested that to have a good reading comprehension, students should have a good mastery of vocabulary.

**Keywords:** *Correlation, Vocabulary Mastery, Reading Comprehension.*



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289*

**APPROVAL**

**Title: THE CORRELATION OF STUDENT'S VOCABULARY MASTERY AND  
READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND  
SEMESTER OF THE EIGHTH GRADE OF SMPN 24 BANDAR LAMPUNG IN  
THE ACADEMIC YEAR 2017/2018**

**Student's Name : SUWAIBAH KA-ONG  
Student's Number : 1311040299  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies,  
Raden Intan Lampung**

**Advisor**

**Bambang Irfani, M.Pd  
NIP: 197305172006041001**

**Co-Advisor**

**Satria Adi Pradana, M.Pd  
NIP: 198602182015031005**

**The Chairperson,  
of English Education Study Program**

**Meisuri, M.Pd  
NIP: 19800515 200312 2 004**





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289*

**ADMISSION**

A thesis entitled: **"THE CORRELATION OF STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 24 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018"**. by: **SUWAIBAH KA-ONG**, NPM: 1311040299, Study Program: **English Education** was tested and defended in the examination session held on: **Wednesday, August 8<sup>th</sup> 2018**.

**Board of examiners:**

**Chairperson**

: Meisuri, M.Pd

()

**Secretary**

: Septa Aryanika, M.Pd

()

**Primary Examiner**

: Iwan Kurniawan, M.Pd

()

**The Co-Examiner**

: Satria Adi Pradana, M.Pd

()

**The Dean of  
Tarbiyah and teacher Training Faculty**

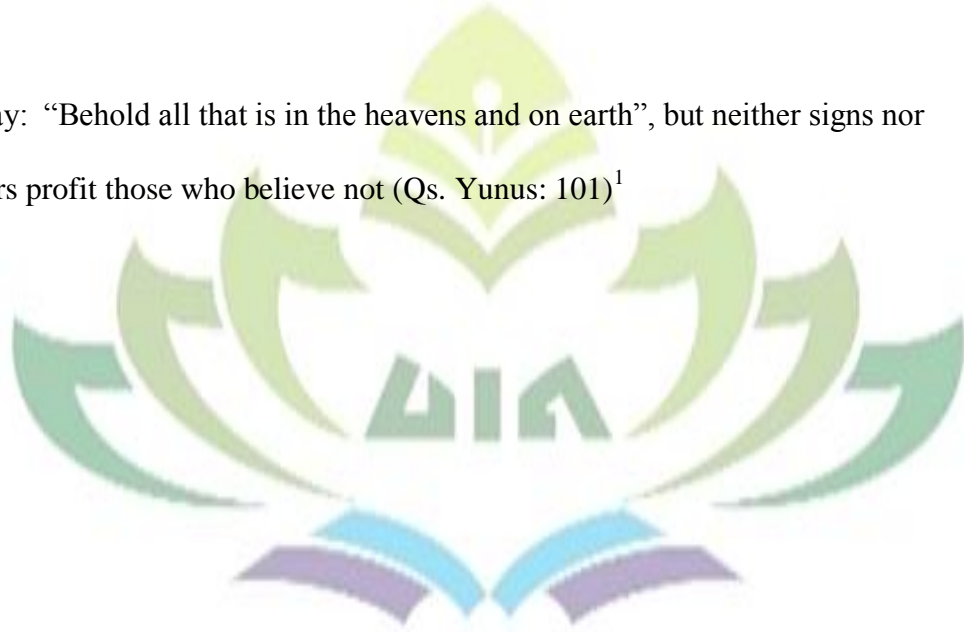


**Prof. Dr. H. Chairul Anwar, M.Pd**  
NIP. 195608101987031001

## MOTTO

قُلْ انظُرُوا مَاذَا فِي السَّمَاوَاتِ وَالْأَرْضِ ۚ وَمَا تُغْنِي الْآيَاتُ وَالنُّذُرُ  
عَنْ قَوْمٍ لَا يُؤْمِنُونَ

101. Say: “Behold all that is in the heavens and on earth”, but neither signs nor  
warmers profit those who believe not (Qs. Yunus: 101)<sup>1</sup>



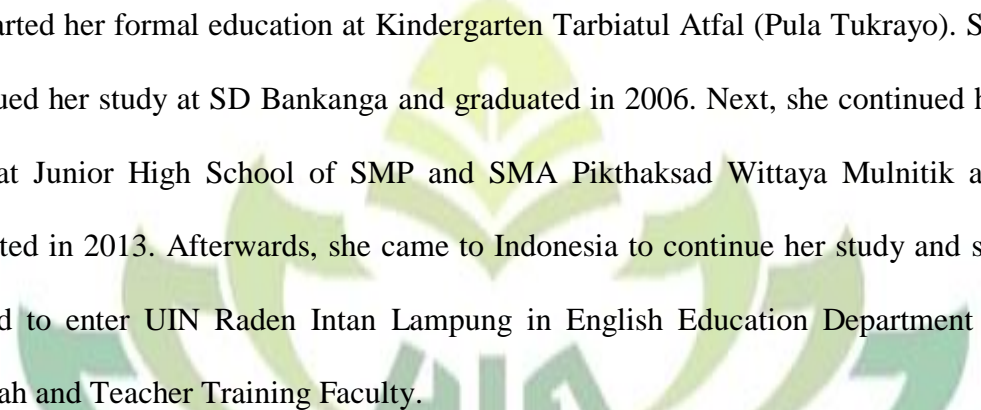
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<sup>1</sup> Abdullah Yusuf Ali. 1987. The meaning of Holy Al-Qur'an. Maryland: Amma Publication. p. 306

## **CURRICULUM VITAE**

The researcher is Suwaibah ka-ong. She was born in patani of south Thailand on 1<sup>st</sup> January, 1991. She is the first child of seven children of the couple Mr. Muhammad Rofee and Mrs. Khodijoh. She has three little brothers and three sisters. They are Yahya, Abdulbasit, Sufeyyan, Masitoh, Suraiya, Rofeeah.

She started her formal education at Kindergarten Tarbiatul Atfal (Pula Tukrayo). She continued her study at SD Bankanga and graduated in 2006. Next, she continued her study at Junior High School of SMP and SMA Pikthaksad Wittaya Mulnitik and graduated in 2013. Afterwards, she came to Indonesia to continue her study and she decided to enter UIN Raden Intan Lampung in English Education Department of Tarbiyah and Teacher Training Faculty.



## DECLARATION

The researcher is a student with the following identity:

Name : Suwaibah Ka-ong

Student's number : 1311040299

Thesis Title : The correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.

I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung,  
The researcher

2018

Suwaibah Ka-ong  
NPM. 1311040299



## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Muhammad Rofee and Mrs. Khodijoh, who always educate me in doing good thing, give me support and suggestion. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, everlasting praying. Allah bless you mom and dad.
2. My beloved brothers and sisters Yahya, Masitoh, Suraiya, Abdulbasit, Rofeeah and Sufeeyan, and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and give me spirit for my success.
3. My beloved lecture and almamater UIN Raden Intan Lampung, who made me grow up and have contributed mach for my self development.

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Praise is to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers.

This thesis entitled “The Correlation of Student’s Vocabulary Mastery and Reading Comprehension in Narrative text at the Second Semester of the Eighth Grade of SMP N 24 Bandar Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personal, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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7. The researcher beloved friends English Education 2013 batch, especially G class thank you for your help and motivation that given to researcher.
8. The researcher beloved Organization (PMMPI): thanks of all always give motivation and suggestions.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung,  
The researcher

2018

Suwaibah Ka-ong  
NPM. 1311040299

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Human beings who live in the community always interact and communicate one to another in order to fulfill their needs. To interact and communicate, people as human beings need a means that can be used for doing those activities. In this case, the means that is used in the communication is language. Language is a dynamic process of formation by which humans use linguistic forms to make meaning in context appropriate ways<sup>2</sup>. It means that language is the most important tool in human life for communication. Without language people cannot communicate each other and express their ideas, thought, opinion and feeling.

Someone uses language not only for communication but also for getting knowledge, job, and other things as well. Therefore, the language is important in our life, which is why language and human are two things that cannot be separate. There are many languages that are used in the communication, but there is only one language that is used as an international language in the world, it is English language.

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<sup>2</sup> Diane Larsen-Freeman. *Teaching Language: from Grammar to Grammar*. (New York: Transcontinental Printing, 2003). p.142

English is used by people around the world in their communication. “English is increasingly being used as a tool for interaction among nonnative speakers”.<sup>3</sup>By using English people can communicate each other although they are from different countries. Nowadays English is teaching from kindergarten and elementary school as a local content subject up to University as an obligatory subject. English has been considered important in all levels of communication. In addition, it is widely used in many countries either as a native language, a foreign language.

There are four language skills. Those skills are listening, speaking, writing, and reading. Reading is one of the four language skills that should be mastery by the students during learning and teaching process. That reading is a set of skill that involves making sense and deriving meaning from the printed word.<sup>4</sup>In short, reading is one of skill in English which people get much information from what students have read and students can increase our knowledge by interpreting a text.

Besides, one of way to reading a text is reading comprehension. Ifrianti states that reading comprehension is a process whereby a message intended by the writer is recognized by the reader against the background of

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<sup>3</sup> H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. Second Edition. (New York: Prentice Hall, 2001). p.18

<sup>4</sup>Carolyn T. Linse. *Practical English Language Teaching*. (New York: Mc. Grawhill, 2005). p.69



information already stored in the reader's memory.<sup>5</sup> The reality, reading comprehension is vital for the reader because it can help him to understand the substance of a text. In other word, by reading comprehension, the reader will know the idea that contained in a text.

In addition, there are so many types of text. One of them is narrative text. Narrative is kind of text not only story of fiction and legend, but also story of real life story.<sup>6</sup> It means that the story in narrative text not only the fiction but also the real story. Learners must realize that reading comprehension is very important in reading a text, including narrative text because it assists them to know and understand detailed information that is contained in a text. Thus, the learners must master reading comprehension.

Based on the statements above, it can be concluded that reading comprehension is the important point in reading because by comprehension skill people can know the students problem in reading when they find difficulty in reading English text.

There are three language components are vocabulary, grammar and pronunciation are to build a complete mastery of English; vocabulary is the basic element of a language.<sup>7</sup> Vocabulary is an important thing and one of aspects that should be mastered by the students in learning English. Mastering

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<sup>5</sup>SyofnidahIfrianti. *Improving Reading Comprehension*. (Bandar Lampung: Fakultas Tarbiyah IAIN RadenIntanlampung, 2010). p. 16

<sup>6</sup> Emi Emilia. *Pendekatan Genre Based dalamPerngajaranBahasaInggris: Petunjukuntuk Guru*.( Bandung: Rizqi Press, 2011). p.92

<sup>7</sup> Michael Wallace. *Teaching Vocabulary*. (London:Heineman Educational Books, 1982). p.47

vocabulary is required to make the students easier in comprehending the text. Their mastering vocabulary that can help the students to have good speaking, reading and writing ability. The students that have enough vocabulary will not be difficult to understand the meaning of words so that they are easier to know the meaning of the text. To get the meaning and read easily, the student should know the structure, pronunciation and vocabulary.

Based on the pre observation at SMPN24 Bandar Lampung an interview conducted with one of the English teacher there, Ms. Yustikawati, S.Pd. She said that the students there had still low ability in English skills. One of the skills was reading. It can be proved by looking at students' English score in reading test. She stated that her students were reluctant to comprehend English texts by themselves. The students were confused when they face reading text. Students still got difficulties when they found new vocabulary and it made them did not understand the text.

However, mastering reading was no easy. Based on the result of preliminary research, some problems found faced by the students at the eighth grade of SMPN24 Bandar Lampung. There were various factors that might have been the cause of the failure in teaching reading comprehension of narrative text. The result of preliminary research can be seen in the following table.

**Table 1**  
**Students' Score of Vocabulary Mastery at Eighth Grade of SMPN 24**  
**Bandar Lampung**

No	Score	The number of students	Percentage
1.	< 71	91	46.9%
2.	≥71	103	53.1%
<b>Total</b>		<b>194</b>	<b>100%</b>

*Source: Document of SMPN 24 Bandar Lampung*

Based on the list of students' score of vocabulary mastery at the eighth grade SMPN24 Bandar Lampung, there were 103 students (53.1%) got score under 71. Because the criteria of standard minimum mastery score of English subject at that school is 71. It indicates that most of students have low vocabulary mastery.

**Table 2**  
**Students' Score of Reading Comprehension in Narrative Text at Eighth**  
**Grade of SMPN 24 Bandar Lampung**

No	Score	The number of students	Percentage
1.	< 71	89	45.9%
2.	≥71	105	54.1%
<b>Total</b>		<b>194</b>	<b>100%</b>

*Source: Document of SMPN 24 Bandar Lampung*

Besides, it was found 89 of 194 students who got the score above the criteria of minimum mastery, while the other 105 students scores below the criteria.

According to Osada, vocabulary is one of potential problem in learning English.<sup>8</sup>It means that if the reader has limited vocabulary she/he will get difficulties to understand what she/he read. It means that there

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<sup>8</sup>NobukaOsada, *listening comprehension Research: A Brief Review of the Past Thirty years*. Dialogue, Vol.3, 2004. p. 62

was a relation between vocabulary mastery and reading comprehension in order to know the word in its usage and meaning. It can be noticed when people read a text they can absolutely understand about word in the story if they have mastery the vocabulary.

Based on the previous research that was done by Marwaziyahat the first semester of eighth class of SMPI As- SyifaBumiRahayu – Pardasuka – Katibun – South Lampung in academic year 2014/2015 and the title: the correlation between students' vocabulary mastery and students' speaking ability. It was found that there was positive correlation between students' vocabulary mastery and students' speaking ability. Because by seeing the result of the data calculation where null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. Thus she concluded that good vocabulary enable good speaking short speech. It was supported by scores the students achieved, in which they received higher scores after the researcher gave the test.<sup>9</sup> The differences between this research and previous research were in the objectives was to know and describe whether there is correlation between students' vocabulary mastery and students' reading comprehension and the variable of the research was students' reading comprehension.

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<sup>9</sup>VinaMarwaziyah. Thesis: *The correlation between students' vocabulary mastery and students' speaking ability*. 2015. p. 64

Another research that was done by Wahyuningsihat eighth grade students of SMP PGRI I Kediri in Academic year 2014/2015 and the title “The correlation between Vocabulary Mastery and Reading Comprehension. There were two things which were discussed in this study, vocabulary mastery and reading comprehension. The objective of this study was to show the correlation between vocabulary mastery and reading comprehension increasing vocabulary skill is one of the most important things to reach the students goal in comprehension skills<sup>10</sup>. The research findings show that the vocabulary mastery affected the students’ performance in reading comprehension. As the influence is positive one. It supported the basic assumption that the students who got high score in vocabulary test, they would got the score in comprehension as well. It means that the most students have many stocks of words, the betterthey perform in comprehension.

Based on the reason above, this research assumed that vocabulary has an important part in reading. Therefore, this research would like to know about the correlation between students’ vocabulary mastery and reading comprehension,the proposes of research title is: The correlation of students’ vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

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<sup>10</sup>LilikWahyuningsih. Thesis: *The correlation between Vocabulary Mastery and Reading Comprehension*. 2015. p. 72



## **B. Identification of the Problem**

Based on the background of the problem, this research identified the problem as follows:

1. Students were having difficulties to get more information of narrative text.
2. Students were lacking of vocabulary.
3. Students have less motivation.

## **C. Limitation of the Problem**

In this research focuses on the vocabulary mastery were word meaning and word use. The types of vocabulary were noun, verb, adjective, adverb and reading comprehension in narrative text will be focused on main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

## **D. Formulation of the Problem**

With the explanation in limitation of the problem above, the formulation of the problem given “Is there a positive correlation of students’ vocabulary mastery and reading comprehension in narrative text”

## **E. Objective of the Research**

The objective of the research was to know whether there was any correlation of students’ vocabulary mastery and reading comprehension in

narrative text at the second semester of the eighth grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

## **F. Significance of the Research**

The significances of the research are:

### **1. Theoretically**

This research may support that vocabulary mastery has close correlation reading comprehension in narrative text.

### **2. Practically**

The advantages of this research are:

1. For the students, to motivation the students of SMPN 24 Bandar Lampung in learning English especially in the correlation between vocabulary mastery and reading comprehension in narrative text.
2. For the teacher, as an input teachers in encouraging the student to improve vocabulary and reading comprehension in narrative text.
3. For the further researcher, to give basic information about the correlation between vocabulary and reading in learning process.

## **G. Scope of the Research**

### **1. Subject of the Research**

The research subject was the students at the eighth grade of SMPN24 Bandar Lampung in academic year of 2017/2018

### **2. Object of the Research**

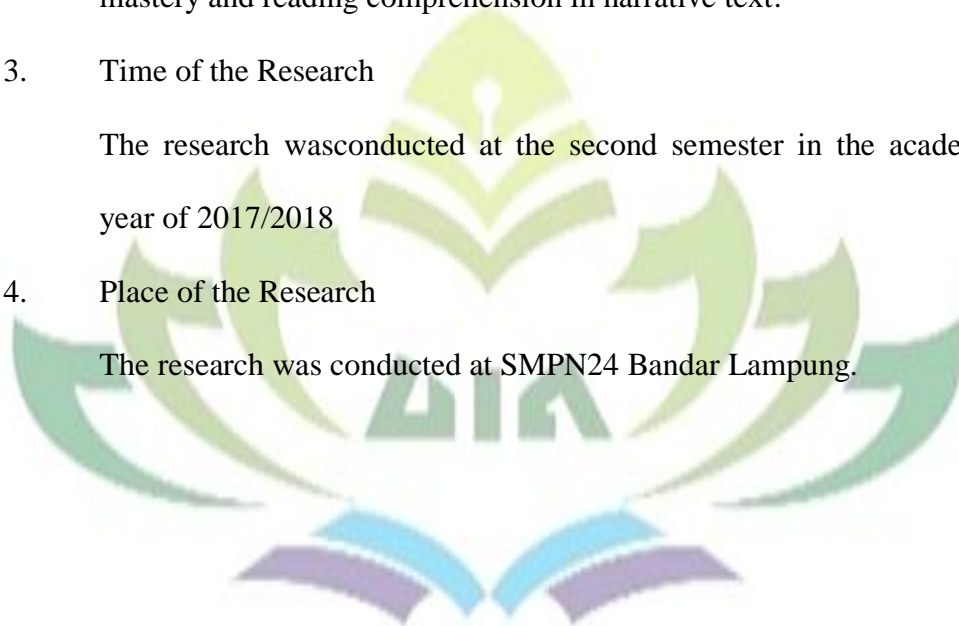
The object of the research was the correlation of students' vocabulary mastery and reading comprehension in narrative text.

### **3. Time of the Research**

The research was conducted at the second semester in the academic year of 2017/2018

### **4. Place of the Research**

The research was conducted at SMPN24 Bandar Lampung.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary is an important element of language. Vocabulary is knowledge of meanings of words.<sup>11</sup> It means that vocabulary is basic element of a language which will make the language meaningful and total number of words that make up a language with their meaning using by group or person in human being communication, it makes possible for someone or student to express something or message to another, reads different subjects, and also deals with foreign language.

According to Nunan, the most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English.<sup>12</sup> It means that vocabulary is very important things in learning language, especially learning English. Because vocabulary is the first stage to learn and to know the

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<sup>11</sup> Elfrieda H. Hiebert and Michael L. Kamil. *Teaching and learning vocabulary bringing research to Practice*, Lawrence Erlbaum associates (LEA). (New Jersey London: Mahwah, 2005). p.3

<sup>12</sup> David Nunan. *Practical English Language Teaching*. (New York: The McGraw-Hill Companies, 2003). p. 7

language. Vocabulary has also an important role in reading. Because when the students will get information in reading text they need vocabulary.

However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that people recognize and use in listening and speaking. Print vocabulary includes those words that people recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words when people listen or read them. Productive vocabulary includes words that people use when people speak and write.

As people know there are four components of language; phonology, grammar, morphology and vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how people learn to speak, listen, read and write.<sup>13</sup> It means that the first thing people should learn is vocabulary because with vocabulary people can learn the language skill easier and will be useful for the process of achieving language teaching objectives. It is one of language component that should be mastered to get the language target. Mastering great number of vocabulary, it will be easier for students to learn a foreign language and use it for communication. Without

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<sup>13</sup> Jack c. Richards And Willy A Renandya. *Methodology in language teaching on Anthology of Current Practice*. (New York: Cambridge University Press, 2002). p. 255



mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

Furthermore, the students need to see words in context to see how they used.<sup>14</sup> It means that vocabulary is vital component to learn English and students will do nothing if they do not know about vocabulary. Without vocabulary, it is difficult to communicate and learn English to each other. Clearly designed to focus the students' attention on an aspect of vocabulary they certainly know quite a lot about.<sup>15</sup> It means that if the students have enough vocabulary, they will be easier to comprehend and understand the meaning of the text or sentence.

## **2. Concept of Vocabulary Mastery**

Mastering vocabulary not only memorize every words but also know the meaning in order people can use every words but also know the meaning in order people can use every word in good language. That all language on the words. by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily. There is vocabulary is vital part of language. A language is forme by words, thus people can make our communication. Vocabulary is one important thing in learning English. Therefore, they have to master English vocabularies. Vocabulary can help

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<sup>14</sup> Jeremy Harmer. *The practice of English language Teaching –forth Edition.* (Essex: Pearson Longman ELT. 2007). p. 229

<sup>15</sup> Ibid.

them to listen, to speak, to write and especially to read. Without vocabulary nothing can be conveyed”.<sup>16</sup>

Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.<sup>17</sup> It means that in learning vocabulary people have to know the meaning of it and also can use it in sentence context.

According to Hornby, “Vocabulary is the total number of words in a language”.<sup>18</sup> It means that if there are no words there will be no language. Vocabulary is the basic element of language which makes the language meaningful.

In activity learning language, a learner can try to use the language by using vocabulary onto certain sentences in order to be able to communicate and transfer their ideas. That without grammar very little things can be conveyed, without vocabulary nothing can be conveyed.<sup>19</sup> People can still understand the language even if people nothing about grammar. On the other hand, the language will tell us nothing, if people do not know anything about vocabulary.

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<sup>16</sup> Scott Thornbery. *How to teach vocabulary*. (English: Longman, 2002). p.13

<sup>17</sup> Lynne Cameron. *Teaching Language to Young Learners*. (Cambridge University Press, 2001). p. 75

<sup>18</sup> As Hornby. *Oxford Advanced Learner's Dictionary of current English*. (Oxford: Oxford University Press, 1995). p. 1331

<sup>19</sup> Scott Thornbery, Op. Cit, p.13

Vocabulary is one of the most obvious components of language and one of the first thing applied linguists turned their attention to.<sup>20</sup> When student can learn something, they have a big chance to know so many words. It will be better if the students can learn the subject by using their senses both seeing and hearing in other to make them focus and full attention to the materials. In this research choose narative text as the materials, based on the syllabus that has been given by English teacher in SMP N24 Bandar Lampung.

Harmer states, there are four basic aspects that students need to know in learning new vocabulary items.<sup>21</sup> They are as follows:

**a) Word Meaning**

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word 'head', for example, sometimes means a top of human body, but it can also means the leader of office e.g. headmaster. The other facts sometimes word have meaning in relation such as antonym and synonym. Thus students need to know the meaning of *vegetable* as a word to describe any one of other thing e.g. carrots, cabbage, potatoes, etc. *Vegetable* is a general meaning whereas I am more specific.

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<sup>20</sup> Jack C. Richards. Curriculum Development in Language Teaching. (New York: Cambridge University Press, 2001). p. 4

<sup>21</sup> Jeremy Harmer. *The practice of English Language Teaching* (3<sup>rd</sup> Ed). (Singapore, Longman Group UK Limited, 1991). p. 18

**b) Word Use**

It is frequently stretched through the set of metaphor and idiom. People know that the word *hiss* for example, describe the noise that snakes make. But people stretch its meaning to describe the way people talk to each other (“*don’t move or you’re dead*”, she hissed). That’s metaphorical use, at the same time, people can talk about treacherous people as snake (*He’s a real snake in the grass*). Snake in the grass is a fixed phrase that has become an idiom, like countless other phrase such as raining cats and dogs, my house is castle, etc.

**c) Word Combination**

Although words can appear as single item which are combine in a sentence. (*The mongoose bit the snake*), they can also occur in two or more items groups (*the normally lightning-quick reactions of the reptile let it down*). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of words of word that go together in one language are often completely different from the kinds of word which live together in another.

**d) Word Grammar**

Word grammar which is employ by distinguishing the use of words base on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. people make a distinction between countable and countable

nouns. The former can be both singular and plural. People can say one chair or two chairs, etc.

Based on the explanation above, it can be concluded that vocabulary mastery is the ability to use or understand words that they have learn. By mastering vocabulary students will be better in listen, speak, read, and write. Vocabulary is very important for learning English language skill. Two basic aspects this research focuses on word meaning and word use. Including types of vocabulary are noun, verb, adjective and adverb.

### **3. Types of Vocabulary**

Vocabulary has some types that need to be learnt. There are types of vocabulary that there are at least four types of vocabulary, they are: Noun, verb, Adjective, Adverb, conjunction, determiner, pronoun and preposition.<sup>22</sup>

#### **a) Noun**

There are some definitions about verb that proposed noun is one of the most important parts of speech.<sup>23</sup> That noun is refers to a person, place, animal or thing.<sup>24</sup>

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<sup>22</sup> Scott thormbery. *Op Cit.* p.3

<sup>23</sup> Marcella frank. *Modern English a practical reference guide.* (New York university: prentice hall inc, 1972). p. 6.

<sup>24</sup> Burgmeier and Arline. *Lexis: Academic vocabulary study.* (New Jersey: Prentice hall, 1936). p.193.

From the statements before, it can be concluded that noun is one of the most important parts of speech to refer to a person, place, animal or thing. Example: child, school, book, knowledge, students, and tiger.

**b) Verb**

There are some definitions about verb that proposed verb is the most complex part of speech.<sup>25</sup> That verb is shows action or a state of being.<sup>26</sup> From the statements before, it can be concluded that verb is the most complex part of speech and shows action or a state of being. Example: run, tell, stand and sing.

**c) Adjective**

There are some definitions of adjective that proposed adjective is modifier that has the grammatical property of comparison.<sup>27</sup> That adjective is modifies or describes nouns and specifies size, color, number and other characteristics.<sup>28</sup>

From the statements before, it can be concluded that adjective is a word that describe noun and has the grammatical property of comparison and modifies or describes nouns and specifies size, color, number, and other characteristics. For example: beautiful, fat, comfortable, short and perfect.

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<sup>25</sup> Marcella frank. op cit, p. 47.

<sup>26</sup> Burgmeier, Arline. op cit, p. 194.

<sup>27</sup> Marcella frank. *Op Cit*, p.109

<sup>28</sup> Burgmeier and Arline. *Op Cit*. p.192.



**d) Adverb**

There are some definitions of adverb that proposed adverbs are words that describe or modify verbs, adjective, and other adverb.<sup>29</sup> That adverb is told how, when, or where something happened.<sup>30</sup>

From the statements before, it can be concluded that is a word that modify verbs, adjective, and other adverbs and tell how, when, or where something happened. For example: Carefully, nicely, really, softly, slowly.

**e) Conjunction**

Conjunction is the word “joins”. Conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions: they are coordination conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal. Example: and, but, or, nor, for, yet, so. And subordinating conjunctions are used to join subordinate.

Example: although, because, since, unless.

**f) Determiner**

Determiner is word placed in front of a noun to make it clear what the noun refers to. There are several classes of determiner:

1. Definite and indefinite articles: a, an, the.

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<sup>29</sup> Marcella frank. *Op Cit.* p.141

<sup>30</sup> John Eastwood. *Oxford guide to English grammar: grammar finder.* (Oxford University Press, 2005). p.258

2. Demonstratives: this, that, those, these.
3. Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.
4. Possessive: my, your, his, her, its, our, their.
5. Numbers: cardinal, ordinal number.

**g) Pronoun**

A pronoun is a word that takes the place of a noun.<sup>31</sup>

1. Subjective pronoun

A subjective pronouns act as the subjects of a sentence. The subjective pronouns are I, you, she, he, it.

2. Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us and you.

3. Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, our self, themselves and yourself.

4. Possessive pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours theirs and yours.

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<sup>31</sup> Mark Lester. English Grammar Drills. (New York: The Mc-Graw Hill Companies, 2009). p. 206-207

5. Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

6. Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronouns are that, which, who, and compound word ending in “ever”, such as whatever, whichever, whoever and whomever.

7. Indefinite pronouns

An indefinite pronoun refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some and somebody.

**h) Preposition**

Preposition belongs to small group or class of word which express relations of place, direction, time or possession. Words belonging to this include: *in, on, of, at, to, from, till, with, for, beside, against, by, towards, and so on.*

Based on the long explanation above, the researcher concludes that vocabulary mastery is people’s ability to use or to understand basic from of words of language that they have learned in certain situation. In the form of noun, verb, Adjective, Adverb, conjunction, determiner,

pronoun and preposition. In this case the researcher will do the research to know the students' vocabulary mastery focuses on noun, verb, Adjective, Adverb.

## **B. Concept of Reading**

### **1. Definition of Reading**

In teaching learning process, reading is one of basic skill that students must be masterd in the classroom; reading subject is used as an opportunity to teach vocabulary. Setiyadi said that reading will be given as soon language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work.<sup>32</sup> It means that, reading is very important in the classroom and good ability for language learner.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

*Read! In the Name of your Lord, Who has created (all that exists), has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen [the first*

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<sup>32</sup> Bambang Setiyadi. *Teaching English as a Foreign Language*. (Yoyakarta: Graha Ilmu, 2006). p. 67

*person to write was Prophet Idrees (Enoch)], has taught man that which he knew not. (Qs, Al-Alaq: 1-5)<sup>33</sup>*

In the verse above, it is revealed in the beginning of Prophet Muhammad SAW era, he has given an example symbolically for Muslim to read as the starting step for gaining the knowledge. By strengthening reading skill, learners will make greater progress and development in all other areas of learning.

Reading is one of English skill. Reading is important activity to do. By reading people will get knowledge and new information. That reading is process receiving and interpreting information encoded in language from via the medium of print.<sup>34</sup> Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way people construct sentence, paragraphs and text.<sup>35</sup> Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.<sup>36</sup>

In assuming that reading is an extraordinary achievement because in reading there are consist many components in the word of text such as:

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<sup>33</sup> Abdullah Yusuf 'Ali. *The Meaning of The Holy Qur'an 10<sup>th</sup> Edition*. (Maryland: Amana Publications, 2004). p.227

<sup>34</sup> William Grabe. *Reading in Second language: moving from theory to practice*. (New York: Cambridge University Press, 2009). p. 14

<sup>35</sup> Jeremy Harmer. *How to teach English an Introduction to the Practice of English language Teaching*. (Edinburgh Gate: Longman, 2001). p. 68

<sup>36</sup> Danielle s, Mc. Namara. *Reading comprehension strategies*. (New York: Lawyer Erlbaum Associates, 2007). p. 3

vocabulary, grammar, punctuation. That must be mastered of the reader and without reading the reader can not develop the other skill.

Based on the statements above, it can be concluded that reading is process receiving and interpreting information from written text and the way how the reader must to understand the written text or to understand what the reader has read.

## **2. Concept of Reading Comprehension**

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reading. Therefore, comprehension is not a passive process, but an active one.<sup>37</sup> It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disability are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading, (2)

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<sup>37</sup> Elizabeth Pang, S. Muaka. Angaluki. Benbardt. B. Elizabeth, Kamil, L. Machel. *Teaching Reading: internal Academy of Education*. Series-12. (Chicago, 2003). p. 14



summarize key ideas, (3) self- question while they read.<sup>38</sup> Its means that reading comprehension is important for students can give knowledge for students ability from the comprehend.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these words into idea units.<sup>39</sup> It means that comprehension is process ability of someone to make sense of the context base on what he or she reads or hears. It is way in which someone interprets the text.

Reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.<sup>40</sup> It means that comprehension is intellectual process involving ability to accession knowledge from read word.

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<sup>38</sup> Janette, K. Klingner, Vaughn, Sharon, and Boardman, Alison. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York. The Guilford Press, 2007). p. 4

<sup>39</sup> joAnne Schudt Caldwell. *Comprehension Assessment A Classroom Guide*. (New York: the Guildford Press, 2008). p. 5

<sup>40</sup> Anggia Helta. *Increasing Students' Reading Comprehension Achievement through Guessing Strategy Training*. (Jakarta: Pakar Raya, 2010). p. 8

It means readers can answer question or explaining texts because they have comprehension with connecting each idea in the text.<sup>41</sup> Comprehension is purpose of reading. Readers read text to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer question or make prediction. The reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies.<sup>42</sup> It means that comprehension is the ability to understand about the something.

Reading for general comprehension is a skill that involves absorbing only the point of the text: the reader is not looking for necessary to get an overall understanding of the text. “Reading comprehension a passenger is presented to the reader, which they must read either silently or out loud then a series of questions are presented that test the readers’ comprehension of this passage”.<sup>43</sup>

Based on theories above, reading comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author’s ideas but has not yet make a critical evaluation of those ideas. Reading comprehension is knowledge of a reader about a reading material, reading comprehension means knowing what one does not know or adding new information to what

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<sup>41</sup> Beatrice S. Mikulecky & Linda Jeffries. *Advanced Reading Power*. (United States, Longman, 2007). p.74

<sup>42</sup> H. Douglas Brown. *Op.Cit*. p.291

<sup>43</sup> Jeremy Harmer. *How to Teach English*. (Peoplesley Longman Hall inc, 1998). P. 9

one already knows. That reading comprehension is one ability is very important in the reading ability.

That there are some aspects that commonly used in measuring students' reading comprehension, they are:

1. Main idea (topic)
2. Expressions/idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea(s)
8. vocabulary<sup>44</sup>

From those statements above, it can be concluded that reading comprehension is the reader's ability to take information or message or reading text including the ability to deal with question related to main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

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<sup>44</sup> H.Douglas Brown. *Language Assessment Principles and Classroom Practice on Education*. (san Francisco: Longman, 2004). p.206

## **C. Concept of Text**

### **1. Definition of Text**

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>45</sup> It means that text is some sentences in written text and the reader can get information from the text.

### **2. Types of Text**

Based on generic structure and language feature dominantly used in, texts are divided into several types. They are descriptive, narrative, recount, report, procedure, spoof, analytical exposition, news item, anecdote, hortatory exposition, explanation, discussion and review.

#### **1. Descriptive text**

Descriptive text is a text that describes a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific.

The following is the generic structure of descriptive text:

- a) Identification, it is identify the subject or to be described
- b) Description, it gives information about the characteristics of an object.

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<sup>45</sup> Sanggam Siahaan and kisno Shinoda. *Generic Text Structure*. (Yogyakarta:PT Graha Ilmu, 2008). p.1

## 2. Narrative text

A narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.<sup>46</sup>

The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, use past tense, use time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, mouse deer and crocodile, and malin kundang.

## 3. Recount text

Recount text is to retell events the purpose of information or entertaining, events usually arranged in a temporal sequence.

Following is the generic structure of recount text:

- a) Orientation (provides information about situation)
- b) Record of events (present events in temporal sequence)
- c) Re-orientation (optional stage bringing the event in to present).<sup>47</sup>

## 4. Report text

Report text is used to describe and classify information. Informative reports usually talk or tell about living things like plants and animals and non-living things like rivers, mountains or oceans.

Following is the generic structure of report text:

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<sup>46</sup> Pardiyono. *Teaching Genre-Based-Writing*. (Yogyakarta: penerbit ANDI, 2010). p. 94

<sup>47</sup> Otong Setiawan Djuharie. *Essay Writing*. (Bandung: Yrama Widya, 2009). p.171

- a) Classification of subject, (it introduces the subject of the report, general declaration of the report and the classification).
- b) Description (they are usually in paragraphs. They contain series of facts about various aspect of the subject).<sup>48</sup>

## 5. Procedure text

Procedure text is instruction how to do and how to make something through a sequence of step.<sup>49</sup>

The generic structures are goal, material, and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The examples of procedure text are how to make sandwich, how to make a cup of coffee, and how to make an omelet.

## 6. Spoof

Spoof text is text to tell an event with a humorous twist and entertain the readers. The Generic Structure are: orientation, event(s), twist.

## 7. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

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<sup>48</sup> Murkanto et al. *English on the sky for Senior high School Students Year XI*. (Jakarta, Erlangga, 2006). p.135

<sup>49</sup> Markanto Anderson and Kathy Anderson. *Text Type in English*. (South Yara: MacMillan Education, 2003). p.51



8. News item

News item is text to inform readers about events of the day which are considered newsworthy or important.

9. Anecdote

Anecdote is a text to share with other an account of an unusual or amusing incident.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Review

Review is a text to critique an art work or event for a public audience.<sup>50</sup>

Based on the types of text above, this research focuses on narrative text because narrative has dealing with social problematic events or that has to find solution besides amusement.

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<sup>50</sup> Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar*. (Queenslands : AAE Publishing, 1994). p.192-220

### 3. Concept of Narrative Text

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>51</sup> It means that narrative text is kind of the text that tells the reader about story, as if the readers take part in the story that is purpose to amuse the reader.

Narrative is kind of text not only story of fiction and legend, but also story of real life story.<sup>52</sup> It means that the story in narrative text not only the fiction but also the real story.

There are step for constructing a narrative text.<sup>53</sup>

Constructing a narrative:

- 1) An Orientation : sets the scene and introduces the participants
- 2) Evaluation : a stepping back to evaluate the plight
- 3) Complication : a crisis arises
- 4) Resolution : the crisis is resolved, for better or for worse
- 5) Re-orientation : optional

From the statements above, it can be concluded that narrative text is text which consists many kind of stories such as fiction, fable, tales, etc

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<sup>51</sup> Sanggam Siahaan and kisno Shinoda. *Generic text structure*. (Yogyakarta: graha ilmu, 2008). p. 73

<sup>52</sup> Emi Emilia. *Pendekatan Genre Based dalam Perngajaran Bahasa Inggris: Petunjuk untuk Guru*. (Bandung: Rizqi Press, 2011). p.92

<sup>53</sup> Mark Aderson and Kathy Anderson. *Text Types in English 2*. (Chapel Street: Macmilan, 2003). p.8

which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate and stimulate the student when do reading activity.

#### **D. Concept of Narrative Text Reading Comprehension**

Reading narrative texts can improve students' reading comprehension. Students can improve their reading comprehension in understand the orientation, evaluation, complication, resolution, and re-orientation of narrative text.

Students analyzed the orientation of the first paragraph, seeing step of the story, finding the complication, and skimming the paragraph to get the general description of the story. Students also can improve their reading comprehension in story through work in group and sharing information to help them understand narrative.

Clarifying help students to comprehend the use of simple past tense and connective words in narrative text. Through summarizing, students can improve their reading comprehension in understanding narrative text. the students summarized narrative text by pointing out the important information, analyzing the resolution of the story present in the text.

Based on Brown's theory, especially in reading, there are some criteria are commonly used in meaning student's reading comprehension ability, they are:

1. Main idea (topic)
2. Expressions/idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea(s)
8. vocabulary<sup>54</sup>

Based on the explanation above the researcher concludes that reading comprehension on narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purpose to amuse the readers with good ability to deal with question relate to main idea, Expressions/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), excluding fact not written (unstated details), Supporting idea(s), vocabulary.

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<sup>54</sup> H.Douglas Brown. *Op.Cit.* p.5

## **E. Rationale**

Learning vocabulary and reading cannot be separated. They need to be taught together. Learning vocabulary is needed to be understood in reading and also the other English skill because by mastering the vocabulary, the students will not find difficulties in reading. Between the four basics of English skills. Reading is process of getting information from writing text. Reading comprehension is the important point in reading because comprehension is the background knowledge that reader brings to the reading text. Most of students think that reading is difficult skill in English. Moreover in comprehending reading text they also felt difficult to do, then make them did not understand the reading text.

The students can get information in reading narrative text if they have enough vocabulary. It means the students who master the vocabulary they can to know what happen in the text. The students who lack the vocabulary they cannot understand text narrative. Good vocabulary mastery can help the students to express their ideas, thoughts and feelings in reading narrative text.

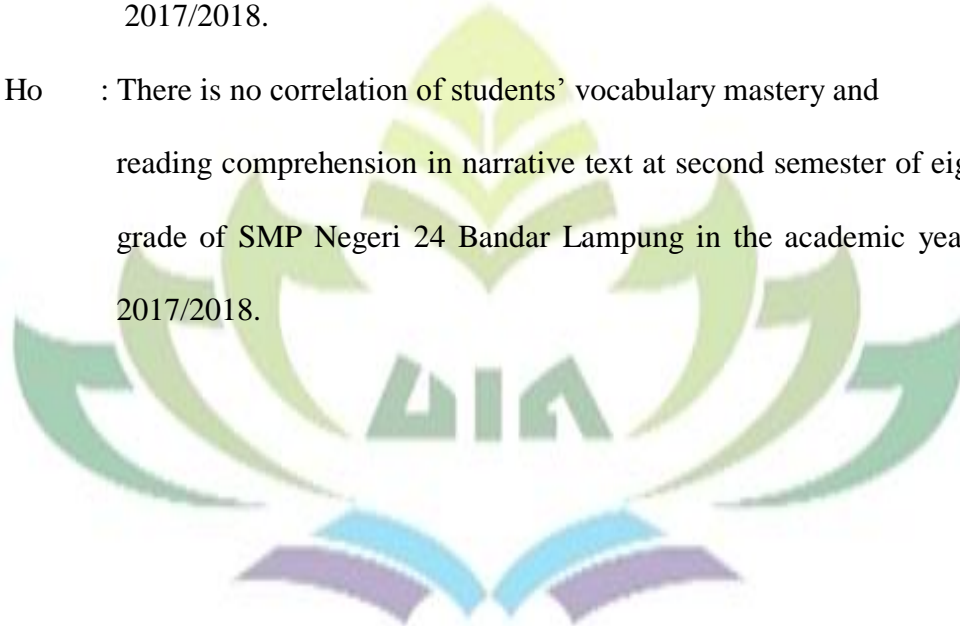
Based on the explanation above, it can concluded if the students vocabulary mastery is good, they can understand in reading on the contrary if the students' vocabulary mastery is not good, they will find difficulties in reading comprehension in narrative text. Beside, vocabulary mastery can help the students in reading comprehension in narrative text.

## **F. Hypothesis**

Based on the theories and assumption above, the proposed hypothesis to be as follows:

Ha : There is correlation of students' vocabulary mastery and reading comprehension in narrative text at second semester of eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.

Ho : There is no correlation of students' vocabulary mastery and reading comprehension in narrative text at second semester of eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.





### **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The research design employs in this research was correlation research. Correlation research is a quantitative method design to show the relationships between two or more variables.<sup>55</sup> It means that correlation research is one research design that shows the relationship of variables.

Correlation research employs data from preexisting variables. There is no manipulation, and the data are taken from single group.<sup>56</sup> In this research, that data are taken from the students' test. Finally the result of the data collecting are classified and analyzed to know whether there was a correlation of the second semester of the eight great at SMP N24 Bandar Lampung in the academic year of 2017/2018.

#### **B. Variable of Research**

There were two variables in this research, namely independent variable and dependent variable that was;

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<sup>55</sup> Marguerite G. Lodico, Dean T. Spaulding and Katherine H. Voegtler. *Methods in Educational Research: From Theory and Practice*. (San Francisco: Jossey-Bass, 2006). p.14

<sup>56</sup> Donald Ary, et al. *Introduction to Research in Education* 8<sup>th</sup> ed. (Wadsworth, Belmont, 2010). p349.

### 1. Independent Variable

Independent variable in this research was students' vocabulary mastery (X).

### 2. Dependent Variable

Dependent variable was reading comprehension in narrative text (Y).

## C. Operational Definition of Variable

The definition of variable is the object of research or a central in the research.<sup>57</sup> In this research, the described of the operational definition of variable gotten as follows:

1. The students' vocabulary mastery is students' ability to use or understand word of language that they have learned in certain situation which they really have experience in their lives including word meaning and word use. The types of vocabulary mastery focused on noun, verb, adjective and adverb.
2. Students' reading comprehension in narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purpose to amuse the readers with good ability to deal with question relate to main idea, Expressions/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail),

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<sup>57</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta, Rineka Cipta, 2010). p.161

Excluding fact not written (unstated details), Supporting idea(s), vocabulary.

#### **D. Population , Sample and Sampling Technique**

##### **1. Population of the Research**

Population is all individuals of interest to the researcher.<sup>58</sup> While, the population is defined as all members of any well-defined class of people, events or object.<sup>59</sup> Furthermore, that all individual which can be the target in research are called population.<sup>60</sup> Therefore, the population of this research was the whole the students of the second semester of the eighth grade at SMP N24 Bandar Lampung in the Academic Year of 2017/2018 that consists of 194 students including six classes. Here was the table of the students' number in detail.

**Table 3**  
**The Number of the Students at the second semester of the eighth Class**  
**SMPN 24 Bandar Lampung in the Academic Year of 2017/2018**

No	Class	Number of Students		Total
		Male	Female	
1	VIII A	7	23	30
2	VIII B	7	23	39
3	VIII C	16	14	30
4	VIII D	14	16	35
5	VIII E	15	15	30
6	VIII F	15	15	30
Total		74	160	194

*Source: SMPN 24 Bandar Lampung in the Academic Year of 2017/2018*

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<sup>58</sup> *Ibid.*, p. 18.

<sup>59</sup> *Ibid.*, p.108

<sup>60</sup> Bambang Setiyadi. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu, 2006). p.38

## 2. Sample of the Research

The sample is a smaller group selected from a larger population that is representation of the larger population.<sup>61</sup> Thus, it can be concluded that sample is smaller group as part of population and it is also chose as representative data of whole population. The sample in this research was a part population that was took to represent the research. The sample of this research was class VIII B at SMP N24 Bandar Lampung.

## 3. Sampling Technique

Sampling is the processes that used to select the sample. As Fraenkel *et al* defined that sampling was the selection of the sample of individuals who will participate (be observed or questioned).<sup>62</sup> It has purpose to gain information about a population. Here, sampling is very important way to obtain a group of a subject who will be representative of the larger population or will provide specific information need.

This research used cluster random sampling technique because the population of this research is in group and homogenous. In SMP N24 Bandar Lampung the numbers of the eighth grade were 6 classes namely: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F.

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<sup>61</sup> Marguerite G. Lodico, Dean T. Spaulding and Katherine H. Voegte. *Methods in Educational Research: From Theory and Practice*. (San Francisco: Jossey-Bass, 2006). p.143

<sup>62</sup> Fraenkel, J. R., Wallen, N. E., H. *How to Design and Evaluate Research in Education English Edition (7<sup>th</sup> Edition)*. (New York: McGraw-Hill, 2009). p. 42

Here were the steps in determining the sample:

1. First, prepare 6 pieces of paper consisting of six classes, VIII A, VIII B, VIII C, VIII D, VIII E, VIII F.
2. Next, rolled those pieces of paper and put them into a box.
3. Then, shook the box until the one rolled paper comes out of it. Then, this rolled paper took as the sample. It was gotten VIII B as a sample of this research.

#### **E. Research Procedure**

The procedure of the research was as follows:

1. Determining the subject of research

A sample of population of research was determined by using cluster random sampling. In this research, the subject of research was chosen from one class of the eighth grade of SMP N24 Bandar Lampung.

2. Determining the instrument of research

In this research used the vocabulary and reading test.

3. Trying out the test

Before distributed the instruments was tried out them first in order to guarantee the instruments be more valid.

4. Distributing the Instrument

After having valid and reliable instruments of test, then distributed the instruments to students.

## 5. Analyzing the data

The data was analyzed by using coefficient correlation Pearson product moment's formula to investigate whether there is positive correlation between student's vocabulary mastery and reading comprehension in narrative text.

### F. Data Collecting Technique

In collecting the data, this research used a test to know students' vocabulary mastery and reading comprehension in narrative text. It was used to measure the students' vocabulary mastery and their reading comprehension in narrative text. To collect the data, the test was done to know correlation between students' vocabulary mastery and reading comprehension in narrative text.

Before conducting the real test used a try out test to got its validity, reliability of each item of the test. This research gave two kinds of test namely vocabulary test and reading test to got the data or information.

### G. Research Instrument

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.<sup>63</sup> This research used test as instruments to

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<sup>63</sup> John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and qualitative research* (4<sup>th</sup> Ed). (New York: Pearson Education, 2012). p.338



collect the data. A test, in sample terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>64</sup> There were two kinds of tests that were vocabulary test and reading test.

#### 1. Vocabulary test

For the vocabulary test, it used the multiple-choice with four options: a, b, c and d. before try out test given to the students, the instruments consisted of 40 items and after try out test the instrument consisted of 20 items. The criteria of vocabulary mastery test can be seen in table below:

**Table 4**  
**The Specification Trying out of Vocabulary Mastery**

No	Aspect	Subject	Item Number
1	Word Meaning	Noun	18, 22, 30, 35, 37
		Verb	10, 11, 24, 29, 36
		Adjective	4, 7, 8, 9, 17
		Adverb	3, 12, 14, 20, 34
2	Word Use	Noun	5, 15, 19, 21, 33
		Verb	16, 23, 26, 27, 28
		Adjective	1, 2, 25, 31, 32
		Adverb	6, 13, 38, 39, 40
Total			40

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<sup>64</sup> Douglas H. Brown. *Language Assessment Principles and Classroom Practices*. (San Francisco: Pearson Education Longman, 2004). p. 206

**Table 5**  
**The Specification after Trying out of Vocabulary Mastery**

No	Aspect	Subject	Item Number
1	Word Meaning	Noun	14, 18
		Verb	4, 5, 11, 13, 17
		Adjective	3, 7
		Adverb	6, 9, 16
2	Word Use	Noun	1, 8
		Verb	10
		Adjective	12, 15
		Adverb	2, 19, 20
Total			20

## 2. Reading test

Reading test is conduct to measure the student's reading ability. The form of test was multiple choices with four options: a, b, c and d. before gave the try out test to the students, the instruments consisted of 40 items and after try out test the instrument consisted of 20 items. It can be seen the table below:

**Table 6**  
**The Specification Trying out of Reading Comprehension**

No	Criteria	Item Number
1.	Main idea (topic)	1, 8, 22, 24, 34
2.	Expressions in context	4, 10, 18, 32, 25
3.	Inference (implied detail)	6, 16, 28, 35, 40
4.	Grammatical features	7, 9, 13, 26, 36
5.	Detail (scanning for a specifically stated detail)	2, 12, 17, 31, 37
6.	Excluding fact not written (unstated details)	3, 21, 29, 30, 39
7.	Supporting idea	11, 15, 19, 20, 23
8.	Vocabulary	5, 14, 27, 33, 38
<b>Total</b>		<b>40</b>

**Table 7**  
**The Specification after Trying out of Reading Comprehension**

No	Criteria	Item Number
1.	Main idea (topic)	1, 9
2.	Expressions in context	6, 11, 16
3.	Inference (implied detail)	2, 18
4.	Grammatical features	3, 12
5.	Detail (scanning for a specifically stated detail)	4, 15, 19
6.	Excluding fact not written (unstated details)	14, 20
7.	Supporting idea	7, 8, 10
8.	Vocabulary	5, 13, 17
<b>Total</b>		<b>20</b>

## H. Scoring Procedure

This research determined the procedure which was used to scoring the students' work. Therefore, it used Arikunto's formula.<sup>65</sup> The ideal highest score is 100. The scores of vocabulary mastery and reading comprehension of narrative text test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Note:

S = Score of test

r = Total of right answer

n = Total items

## I. Trying Out

Try out test was conducted to identify validity and reliability of the tests before they were used to collect the data of the research. It can be seen from the result of validity and reliability of the test. This research gave the tried out of the test in VIII D, try out held on May 07<sup>th</sup>, 2018. The number of item were 40 items of vocabulary test, while try out reading test held on May 09<sup>th</sup>, 2018. The numbers of item were 40 items of reading test. Then, evaluating the test items to got good items that were tested in the test.

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<sup>65</sup> Arikunto Suharmin. *Dasar-dasar Evaluasi Pendidikan*. (Bina Aksara Jakarta, 1989). p.271

## **J. Validity and Reliability**

### **1. Validity**

#### **a. Content Validity**

Content validity is the extent to which a test measures a representative sample of the subject matter, the focus of content validity is adequacy of the sample and simply on the appearance of the test. To get the content validity, the test adapts with the students' book. Then, the test was suited with the material that was taught to the students. In other words, the test made base on the curriculum and syllabus for SMP N24 Bandar Lampung. (See Appendix 3)

#### **b. Construct Validity**

Construct validity is a measure of whether items in a test measure hypothetical constructs or concepts.<sup>66</sup> It means that construct validity is to know the constructs of items test is valid or not. Construct validity focuses on the kind of the test that is used to measure the ability.

In this research, vocabulary and reading test to measure the students' ability. To make sure the instruments consulted to the lecture UIN Raden Intan Lampung Mr. Agus Hidayat, M.Pd and Ms. Rohmatillah, M.Pd. The purposes of the validity of test to make certain that the direction and instruction can be understand by the students. (See Appendix 4 and 5)

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<sup>66</sup> Jhon W. Best and James V. Kahn. *Research in Education* (7<sup>th</sup> Ed). (New Delhi: Prentice Hall, 1995). p.291

### c. Internal Validity

This research was gave some questions to know valid or not the questions that will be given for the students. The internal validity used to measure the validity of the test internal. In this case, this research used SPSS to calculate the data obtain from the try-out to find the internal validity of each internal.

Based on the result obtained in the SPSS (*Statistical Package for the Social Science*) version 16, the result of validity test for vocabulary mastery test showed that there were 20 items that considered validity they were 5, 6, 9, 10, 11, 12, 17, 19, 20, 23, 24, 25, 29, 30, 32, 34, 36, 37, 39, 40 items' number. And the result of validity test for vocabulary mastery test also showed that there were 20 items considered invalid they were 1, 2, 3, 4, 7, 8, 13, 14, 15, 16, 18, 21, 22, 26, 27, 28, 31, 33, 35, 38 items' number. The result of validity test for reading comprehension test showed that there were 20 items considered valid they were 1, 6, 7, 12, 14, 18, 19, 20, 22, 23, 25, 26, 27, 30, 31, 32, 33, 35, 37, 39 items' number. And the result of validity test for reading comprehension test also showed that there were 20 items considered invalid they were 2, 3, 4, 5, 8, 9, 10, 11, 13, 15, 16, 17, 21, 24, 28, 29, 34, 36, 38, 40 items' number. (See Appendix 8 and 9)

## 2. Reliability

According to Lodico *et al* “Reliability refers to the consistency of scores, that is, an instrument ability to produce “approximately” the same score for an individual over repeated testing or across different rater”.<sup>67</sup> It means that reliability of instrument need to make sure that the instrument can be consistent if used in other time. In this case, the reliability of test was calculated by using SPSS (*Statistical Package for the Social Science*). This is the criteria of reliability as follows:

**Table 8**  
**Criteria of Reliability**

0.800-1.000	Very high reliability
0.600-0.800	High reliability
0.400-0.600	Medium high reliability
0.200-0.400	Low reliability
0.00-0.200	Very Low reliability

Based on the result obtained in the SPSS (*Statistical Package for the Social Science*) of reliability that reliability test in vocabulary mastery was 0.85 and the reading comprehension was 0.62. It can be concluded that reliability of vocabulary mastery was very high and reliability of reading comprehension was high and both of them were reliable. (See Appendix 11)

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<sup>67</sup> Lodico, M.G., Spaulding, D. T., Voegtler, K. H. *methods in English Research from Theory to Practice*. (San Fransisco : jossey-Bass, 2006). p. 87



## **K. Data Analysis**

To analyze the data, this research used parametric statistics. In parametric statistics, there were two assumptions which must be fulfilled; they were normality test and linearity test.

### **1. Fulfillment of the Assumptions**

Parametric statistical significances tests, such as analysis of variance and least squares regression, were widely used by researcher in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality test and linearity test must be satisfied.

#### **a. Normality Test**

Normality tests are supplementary to the graphical assessment of normality.<sup>68</sup> It means that normality test is used to know whether the data normal distribution or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Science*) of version 16 was used for normality test. SPSS is comprehensive system for analyzing data. SPSS can take data from almost any type of file and use them to generate tabulated and plots of distributions and trends, descriptive statistics, and complex statistical analyses.<sup>69</sup> It means that SPSS is a program that can be used to perform data entry and analysis to create tables and graphs. This research used

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<sup>68</sup> Asghar ghasemi, Shaleh Zahediasl. *International Journal : Normality Tests for Statistical Analysis : A guide for Non-Statisticians*. (Tehran : Int J Endocrinol Metab, 2012). p. 2

<sup>69</sup> Mariji Norusis. *SPSS 16.0 User's Guide* (Chicago : Prentice Hall, 2007). p. 3

Kolmogorov-Smirnov and Shapiro-Wilk.  $H_0$  is accepted if  $\text{Sig (P value)} > \alpha = 0.05$ . (See Appendix 16)

In this case, the criteria of normality test as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria acceptance and rejection of normality test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} \leq \alpha = 0.05$

#### **b. Linearity test**

Linearity test is used to know the size of the linear relationship between two variables  $x$  and  $y$ . before analyzing the data by using Pearson's product moment formula, the data checked out whether obtain were linear or not. This research used SPSS (*Statistical Package for the Social Science*) to check it in order to make easy. Then checking the result of linearity. If the result was higher than  $\alpha$ , it means that the data were linear.

(See Appendix 17)

## **2. Hypothetical Test**

The hypothetical test is very important to find out whether or not the alternative hypothesis ( $H_a$ ) or null hypothesis ( $H_0$ ) is accepted. This research used Pearson Product Moment's formula. This research used statistical

computation by using SPSS (*Statistical Package for the Social Science*) to analyses the data. (See **Appendix 18**)

The hypotheses of the research are:

Ha : There is positive correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018

Ho : There is no positive correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.

While the criteria accepted or rejected are:

Ha is accepted if  $\text{sig} \leq \alpha = 0.05$

Ho is accepted if  $\text{sig} > \alpha = 0.05$

## **CHAPTER IV RESULT AND DISCUSSION**

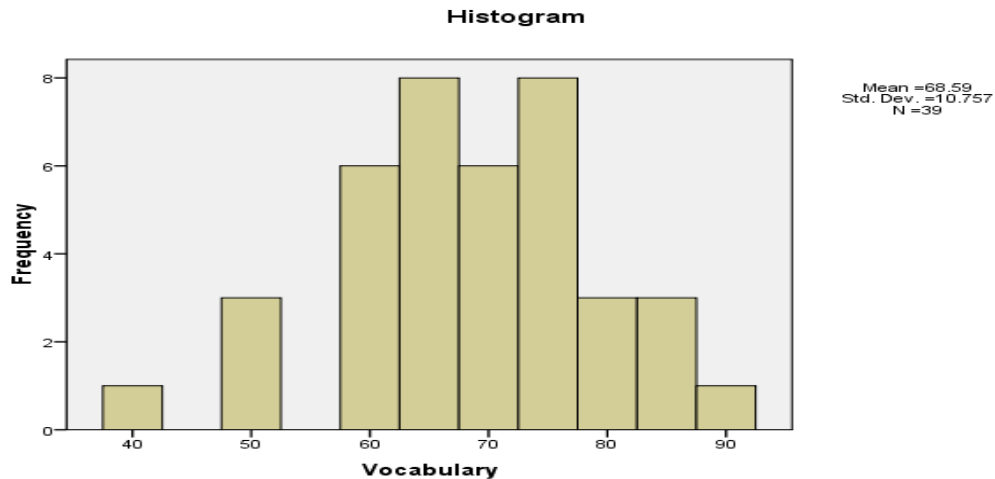
### **A. Data Analysis**

To analyze the data, this research used SPSS (*Statistical Package for the Social Science*) version 16 to getting the result of vocabulary mastery and the result of reading comprehension.

### **B. Result of the Test**

#### **1. Result of the Vocabulary Mastery Test**

The test was conducted in order to know the students' vocabulary mastery. The test was administered in SMP N24 Bandar Lampung on May 14<sup>th</sup>, 2018. The minimum score was 40 and the maximum score was 95. There were 1 student who got the score 40, 1 student who got the score 95, and 18 students got score lower than 75. The mean of the vocabulary mastery test was 68.59.

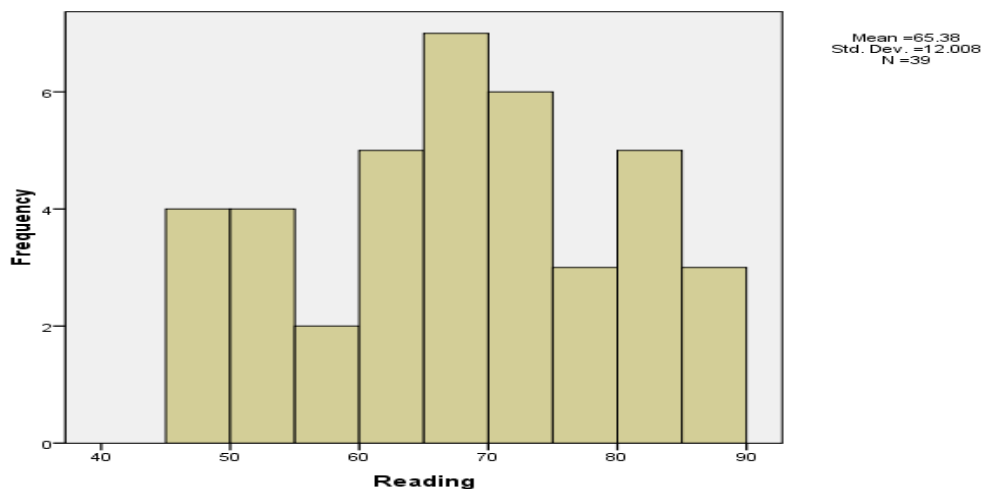


**Figure 1**  
**The Result of the vocabulary Mastery Test**

Based on the figure 1, it can be seen that there were 23 students who got under average scores and 14 students got a good scores over average score 71 (Standard Minimum of Criteria).

## **2. Result of the Reading Comprehension Test**

The test was conducted in order to know the students' reading comprehension. The test was administered in SMP N24 Bandar Lampung on May 15<sup>th</sup>, 2018. The minimum score was 46 and the maximum score was 86. There were 5 students who got the score 46, 1 student who got the score 86, and 29 students who got the score lower than 75. The mean of the reading comprehension test was 65.38.



**Figure 2**  
**The Result of Reading Comprehension Test**

Based on the figure 2, it can be seen that there were 28 students who got score under average scores and 11 students who got the score over average score (Standard Minimum of Criteria).

### **C. Result of the Data Analysis**

#### **1. Fulfillment of Assumptions**

Before knowing the result of the data analysis by using Pearson Product Moment's formula, there were two assumptions that must be done and found out. They were normality test and linearity test.

##### **a. The Result of Normality Test**

The normality test is used to measure whether the data in the vocabulary mastery and reading comprehension were normally distributed or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Science*) was used for normality of the test. The test

normality employed were Kolmogorov - Smirnov and Shapiro -Wilk.  $H_0$  is accepted if  $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$ .

The hypotheses for the normality test were formulated as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria acceptance and rejection of normality test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

**Table 9**  
**Result of Normality Test**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Vocabulary	.113	39	.200*	.965	39	.258
Reading	.128	39	.105	.957	39	.142

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the table above, it can be seen that  $\text{Sig} (P_{\text{value}})$  for vocabulary mastery was 0.258 and  $\text{Sig} (P_{\text{value}})$  for reading comprehension was 0.142. Because  $\text{Sig} (P_{\text{value}})$  of vocabulary mastery and reading comprehension higher than 0.05 it means  $H_0$  was accepted. The conclusion was that the data in



vocabulary mastery and reading comprehension had normal distribution. As the result this research used Pearson product moments' formula.

#### b. The Result of Linearity Test

The test was intended to test whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson product moment formula. This research used SPSS version 16 and the result was as follow:

**Table 10**  
**Result of Linearity Test**  
**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Reading * Vocabulary	Between Groups	(Combined)	2432.689	8	304.086	3.149	.010
		Linearity	1574.320	1	1574.320	16.306	.000
		Deviation from Linearity	858.369	7	122.624	1.270	.298
	Within Groups		2896.542	30	96.551		
	Total		5329.231	38			

Based on table, it can be seen that Sig ( $P_{\text{value}}$ ) was 0.298 and  $\alpha = 0.05$ . It means that  $\text{Sig} (P_{\text{value}}) > \alpha$ . The conclusion was that the data were linear.

## 2. The Result of Hypothetical Test

The hypothesis is very important to find out whether or not the alternative ( $H_a$ ) or null hypothesis ( $H_o$ ) is accepted in this research. The Pearson Product Moment's formula by using SPSS (*Statistical Package for the Social Science*) is computed for testing hypothesis.

The hypothesis of this research are as follows:

$H_a$ : There is positive correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.

$H_o$ : There is no positive correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.

While the criteria acceptance or rejections of hypothesis test are as follows:

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

$H_o$  is accepted if  $\text{Sig.} > \alpha = 0.05$

**Table 11**  
**Result of Hypothetical Test**

Correlations			
		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	.544**
	Sig. (2-tailed)		.000
	N	39	39
Reading	Pearson Correlation	.544**	1
	Sig. (2-tailed)	.000	
	N	39	39

\*\*Correlation is significant at the 0.01 level (2-tailed).

Based on the results obtained in the Pearson Product Moments' formula, it was clear that the value of significant generated  $Sig. (P_{value}) = 0.000 < \alpha = 0.05$ . So  $H_0$  was rejected and  $H_a$  was accepted. Based on the computation, it can be concluded that there was positive correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of the eighth grade of SMP Negeri 24 Bandar Lampung in the academic year of 2017/2018.

#### **D. Discussion**

The findings of the research showed that there was significant correlation between students' vocabulary mastery and reading comprehension. The result was gotten from collecting and analyzing the data taking from test by using Pearson's Product moment formula. In this research, there were two types of test namely; vocabulary test and reading test. They were used to know the correlation of them.

At the beginning of activity, the try out was conducted in SMP N24 Bandar Lampung on May 07<sup>th</sup>, 2018. Try out test given to 35 students of the eighth grade of SMP N24 Bandar Lampung out of the sample. It was prepared in form multiple choice questions of vocabulary mastery test in 40 items, and 40 items of reading comprehension, it held on May 07<sup>th</sup>, 2018 for Vocabulary test and on May 09<sup>th</sup>, 2018 for Reading test. It had purposed to know how accurate and effective the test before they used to collect the data of the research and identify whether the test can be given or not. Then, the test items were evaluated to get a good item that was tested in the test. It can be seen from the result of validity and reliability of tests. After knowing the result of validity and reliability test from try out, it can be seen that the result of try out based on SPSS (*Statistical Package for the Social Science*) showed that the instrument was valid and reliable.

The number of the result of items validity for vocabulary mastery test that was valid 20 items from 40 items. The result of validity test for reading comprehension was valid 20 items from 40 items. Based on the result obtained in the SPSS (*Statistical Package for the Social Science*) of reliability that reliability test in vocabulary mastery was 0.85 and the reading comprehension was 0.62. It can be concluded that reliability of vocabulary mastery was very high and reliability of reading comprehension was high and both of them were reliable. Thus, it can be used for test.

At the end of the research, vocabulary mastery and reading comprehension test were given to know the correlation among the variables. It was conducted in SMP N24 Bandar Lampung on May 14<sup>th</sup>, 2018 and on May 15<sup>th</sup>, 2018. The test was given to 39 students from 194 populations. The sample of the research was taken from VIII B class. In collecting the data, it was used objective test that were multiple choices consisted of 20 items test, and reading test that consisted of 20 items test during 60 minutes for time allocation of vocabulary test and 90 minutes for time allocation of reading test.

To analyze the data, SPSS (*Statistical Package for the Social Science*) version 16 was used to getting the result of vocabulary mastery, result of reading comprehension, result of normality test, and result of linearity test. In this case, Pearson product moments formulas' by using SPSS (*Statistical*

*Package for the Social Science*) version 16 was used to getting the result of hypothetical test.

Based on the results obtained by using SPSS (*Statistical Package for the Social Science*) version 16, the result of vocabulary mastery test was conducted in order to see students' vocabulary mastery. The minimum score was 40 and the maximum score was 95. There were 1 student who got the score 40, 1 student who got the score 95, and 18 students got score lower than 75. The mean of the vocabulary mastery test was 68.59. It can be seen that there were 23 students who got under average scores and 14 students got a good scores over average score 71 (Standard Minimum of Criteria).

The test was conducted in order to know the students' reading comprehension. The minimum score was 46 and the maximum score was 86. There were 5 students who got the score 46, 1 student who got the score 86, and 29 students who got the score lower than 75. The mean of the reading comprehension test was 65.38. It can be seen that there were 28 students who got score under average scores and 11 students who got the score over average score (Standard Minimum of Criteria).

The result of the data analysis showed that value of significant generated Sig ( $P_{\text{value}} = 0.000 < \alpha = 0.05$ ). It means that there was positive correlation between two variables. In this research, the independent variable, vocabulary mastery (X) was highly influenced by dependent variable, the

reading comprehension (Y) and dependent variable, the reading comprehension (Y) was also highly influenced by the variable X.

Because by seeing the result of the data calculation in previous chapter where alternative hypothesis ( $H_a$ ) was consequently accepted, it means that there was positive correlation between vocabulary and reading comprehension in narrative text at the second semester of eighth grade of SMP N24 Bandar Lampung in 2017/2018 academic year. In other words, the null hypothesis ( $H_o$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Thus in this research indicates the connection between vocabulary mastery and reading comprehension is significant. Based on this research, it was suggested that to have a good in reading, students should have a good mastery of vocabulary. It means that there was positive correlation between students' vocabulary mastery and reading comprehension in narrative text at the second semester of eighth grade of SMP N24 Bandar Lampung in the academic year of 2017/2018.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research and analyzing the data, it draws a conclusion as follows:

There was positive correlation of students' vocabulary mastery and reading comprehension in narrative text at the second semester of eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018 because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_o$ ) was rejected, and alternative hypothetical ( $H_a$ ) was accepted. It means that the assumption was revealed that vocabulary mastery and reading comprehension were correlated significantly. Pearson's product moment formula by using SPSS shows the result obtained that the value of significant generated  $Sig. (P_{\text{Value}}) = 0.000 < \alpha = 0.05$ . It can be revealed from the hypothesis testing.

Based on this research, it was concluded that a good ability in reading, students should have mastery of vocabulary. It means that there was positive correlation of students' vocabulary mastery and reading comprehension in

narrative text at the second semester of eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018.

## **B. Suggestions**

Based on the conclusion above, this research gave some suggestion as follows:

### **1. Suggestion for the Teacher**

This research found out that the correlation between students' vocabulary mastery and reading comprehension can be used to develop and motivate the students to master the vocabulary and reading comprehension. Due the finding, the English teacher can help the students to increase their vocabulary mastery and reading comprehension by using effective technique. It can be done by providing certain clues based on the technique. So the students can increase their vocabulary and their ability in reading.

### **2. Suggestion for the Students**

The students should study hard and more practice in learning English in order to develop their vocabulary mastery and their reading comprehension because to get good ability in reading, the students have to master of vocabulary.

### **3. Suggestion for the Next Researchers**

This research focused on the correlation between students' vocabulary mastery and reading comprehension in narrative text. Therefore, it is suggested for the next researcher to investigate the correlation between other English skills such as listening, speaking or writing.

